



Batesburg-Leesville Elementary

403 S. Lee St.

Batesburg-Leesville, SC

Grades	3-5 Elementary School	
Enrollment	471 Students	
Principal	Dr. Darlene Stephens	803-532-1155
Superintendent	Dr. J. Chester Floyd, Interim	803-532-4423
Board Chair	Billy Berry	803-532-3551

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Average	At-Risk
2005	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	19	86	10	0

* Ratings are calculated with data available by 06/01/2010.

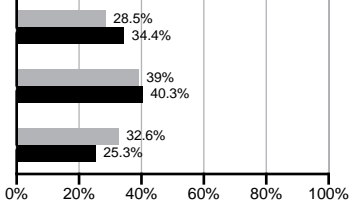
Palmetto Assessment of State Standards (PASS)

Exemplary

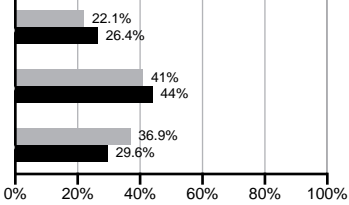
Met

Not Met

English/Language Arts



Mathematics

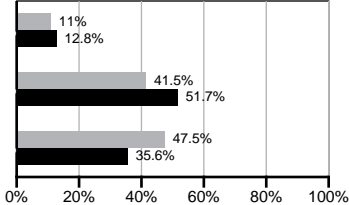


Exemplary

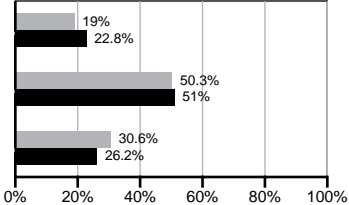
Met

Not Met

Science



Social Studies

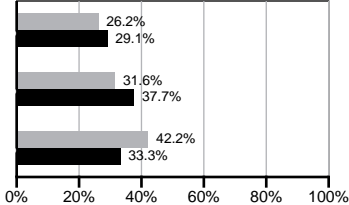


Exemplary

Met

Not Met

Writing



Our school



Elementary schools with Students Like Ours

* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=471)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	5.5%	Up from 1.8%	2.4%	1.9%
Attendance rate	95.8%	Down from 96.2%	96.2%	96.3%
Eligible for gifted and talented	12.3%	Down from 12.6%	8.7%	10.0%
With disabilities other than speech	12.7%	Up from 11.7%	9.3%	7.7%
Older than usual for grade	3.0%	Up from 1.6%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	63.6%	Up from 57.6%	60.5%	59.4%
Continuing contract teachers	87.9%	Down from 90.9%	82.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.0%	Down from 95.3%	87.1%	85.9%
Teacher attendance rate	95.0%	Down from 95.3%	95.0%	95.1%
Average teacher salary*	\$50,267	Up 6.9%	\$47,419	\$47,149
Professional development days/teacher	6.6 days	Up from 3.6 days	11.6 days	11.1 days
School				
Principal's years at school	5.0	Up from 4.0	4.5	4.0
Student-teacher ratio in core subjects	14.8 to 1	Down from 18.4 to 1	19.0 to 1	18.8 to 1
Prime instructional time	89.8%	Down from 90.1%	90.1%	90.4%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.5%	Down from 98.3%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$8,866	Up 5.4%	\$7,409	\$7,458
Percent of expenditures for instruction**	63.4%	Down from 64.0%	68.5%	68.8%
Percent of expenditures for teacher salaries**	59.7%	Up from 52.1%	61.9%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

It has been a successful year at Batesburg-Leesville Elementary School (BLES). The BLES learning community continues to prepare students to be productive citizens and lifelong learners.

This year, students, teachers, staff, and the greater community continued their focus on a positive character trait of the month and recognized students who exhibited good character. Additionally, faculty and staff committed to implementation of Positive Behavior Interventions and Supports (PBIS) and received training to begin this program that recognizes students for good behavior. Students continued to focus on service learning projects such as planting in the school's SC Butterfly Garden, composting, and recycling. As recipients of the USDA's Fresh Fruit and Vegetable Grant, the school community learned more about the importance of a healthy diet. Similarly, teachers emphasized the value of physical fitness via the implementation of Fitness Grams.

Academically, the school restructured and became departmentalized. Departmentalization placed a renewed emphasis on each of the core subjects, with the end result being dramatic increases in test scores in science and social studies. Teachers continued to use assessment data such as Measures of Academic Progress (MAP) and Developmental Reading Assessment (DRA) to plan for differentiated instruction. After one year's implementation of Balanced Literacy (with the emphasis on small group instruction based on DRA reading level), the gap between those who are "below grade level" and "on grade level" narrowed. In mathematics, more attention was given to small group instruction and mastering the basic math facts. Mathematics teachers committed to teaching Everyday Math and participated in staff development in preparation for this new way of teaching mathematics. For the first time, students participated in Math Fest (a statewide math competition). Students from Batesburg-Leesville Elementary School placed second in competition with students from all over the state. Students in fifth grade participated in a school science fair, and school winners participated in the USC Regional Science Fair. The school walked away with three regional winners. Much of the school's success in English Language Arts, mathematics, and science may be attributed to the use of instructional coaches in the areas of literacy, mathematics, and science. These instructional coaches are instrumental in assisting teachers in using assessment data to planning for instruction that matches the state's standards. The instructional coaches' abilities to pull resources together for teachers, gives the regular classroom teacher more time to spend on direct instruction.

The school continues to improve its relationship with parents and the greater community through business and faith based partnerships, School Improvement Council, Parent Teacher Organization, and the mentoring program. This year, BLES has improved its commitment to prepare students to contribute to their world through both service and academics.

Dr. Darlene Stephens, Principal
Mrs. Susan Burkett, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	134	76
Percent satisfied with learning environment	75.0%	91.0%	82.9%
Percent satisfied with social and physical environment	90.6%	87.9%	86.8%
Percent satisfied with school-home relations	68.8%	89.3%	85.1%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 18 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	R
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	467	99.8	32.4	39.2	28.3	79.6	73.9	82.8	Yes	Yes
Gender										
Male	236	99.6	41.4	36.9	21.6	73	69.7	79.3	N/A	N/A
Female	231	100	23.3	41.6	35.2	86.3	78.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	210	100	17.2	37.4	45.5	92.4	87	89.5	Yes	Yes
African American	219	99.5	44.4	42.5	13.1	69.6	61.4	73.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	29	100	56	28	16	60	63.9	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	72	98.6	N/AV	N/AV	N/AV	44.1	33	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	30	100	53.8	23.1	23.1	61.5	61.8	75.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	325	99.7	41.9	42.5	15.6	72.8	65.8	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	467	99.8	36.7	41.3	22	71.4	71.4	78.9	Yes	Yes
Gender										
Male	236	99.6	44.1	39.2	16.7	64	66.1	77	N/A	N/A
Female	231	100	29.2	43.4	27.4	79	76.9	80.9	N/A	N/A
Racial/Ethnic Group										
White	210	100	20.2	46	33.8	88.4	87.3	87.2	Yes	Yes
African American	219	99.5	50.5	38.3	11.2	56.5	56	66.7	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	29	100	52	36	12	64	63.9	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	72	98.6	80.9	17.6	1.5	30.9	25	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	30	100	50	30.8	19.2	65.4	61.8	76.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	325	99.7	48.5	40.9	10.6	61.8	60.6	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	313	100	47.3	41.7	11	52.7	58.6	67.5
Gender								
Male	161	100	54.2	34.6	11.1	45.8	53.5	67
Female	152	100	40.1	49	10.9	59.9	63.5	68
Racial/Ethnic Group								
White	147	100	26.1	54.2	19.7	73.9	76.8	79.5
African American	141	100	67.2	29.9	2.9	32.8	40.1	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	20	100	N/AV	N/AV	N/AV	33.3	50	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	45	100	N/AV	N/AV	N/AV	21.4	19.2	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	20	100	N/AV	N/AV	N/AV	38.9	50	59.6
Socio-Economic Status								
Subsided meals	212	100	63	33.5	3.5	37	44.3	55.1

Social Studies								
All Students	314	100	30.4	50.7	18.9	69.6	70.1	72.3
Gender								
Male	157	100	31.8	43.9	24.3	68.2	70.2	71.5
Female	157	100	29.1	57.4	13.5	70.9	69.9	73.2
Racial/Ethnic Group								
White	144	100	14.7	52.2	33.1	85.3	83.5	80.7
African American	145	100	45.5	49	5.6	54.5	54.5	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	19	100	33.3	53.3	13.3	66.7	79.2	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	45	100	N/AV	N/AV	N/AV	35.6	28.8	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	20	100	31.3	56.3	12.5	68.8	78.3	67.9
Socio-Economic Status								
Subsided meals	224	100	39.1	51.2	9.7	60.9	61.1	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	468	98.7	42	31.7	26.3	58	60.8	70.2	95.8	95.5
Gender										
Male	238	98.7	54.5	29.5	16.1	45.5	52.4	63.2	95.4	95.6
Female	230	98.7	29	34.1	36.9	71	69.4	77.5	96.2	95.5
Racial/Ethnic Group										
White	209	99.5	23.6	36.2	40.2	76.4	77.7	79.1	95.6	95.3
African American	221	97.7	57.7	27.7	14.6	42.3	44.7	57.6	96.1	95.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	86.2	98.5	94.8
Hispanic	29	100	56	28	16	44	44.4	62.6	95.3	95.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	96.1
Disability Status										
Disabled	68	94.1	N/AV	N/AV	N/AV	11.1	11.2	26.1	94.7	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	30	100	53.8	26.9	19.2	46.2	41.2	61.2	95.6	95.6
Socio-Economic Status										
Subsidized meals	319	98.4	53.6	31.2	15.3	46.4	49	58.9	95.4	95.1

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	153	99.4	30.8	33.6	35.7	69.2
	4	162	100	36.5	37.8	25.6	63.5
	5	152	100	29.6	46.5	23.9	70.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	153	99.4	39.2	32.2	28.7	60.8
	4	162	100	37.8	44.2	17.9	62.2
	5	152	100	33.1	47.2	19.7	66.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	76	100	54.2	29.2	16.7	45.8
	4	161	100	51	39.4	9.7	49
	5	76	100	32.9	58.9	8.2	67.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	76	100	35.2	50.7	14.1	64.8
	4	162	100	20.5	58.3	21.2	79.5
	5	76	100	47.8	33.3	18.8	52.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	153	98	39.2	26.6	34.3	60.8
	4	161	98.8	46.8	29.9	23.4	53.2
	5	154	99.4	39.6	38.9	21.5	60.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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